

In Sutton, as in other local areas, we have commissioned places that local authorities fund from the High Needs Block for children and young people with Education Health and Care Plans (EHCPs) in either resource based provision in mainstream schools, in special schools or in alternative provision (AP).

We have developed and implemented Commissioning Agreements with our specialist providers so that there is shared understanding and clarity regarding what each setting provides through commissioned places. Within these commissioning agreements there is a 'statement of provision' which sets out in detail what the provider offers and what pupil needs can be met.

School	The Link Primary School		September 2021
Provision	Pathway 1 – Engagers and Discovers	Pathway 2 – Explorers, Investigators, Inquisitors	
Who for	This pathway caters for children with speech, language and communication needs and / or Autistic spectrum conditions working on entry at the cognitive levels shown below. Pupils need to be able to regulate and learn within a classroom setting without hurting others or disrupting the learning of other children		
Admissions	Admissions range from Reception to Year 6. Children usually enter the school at the start of the academic year; however admissions can take place across the school year. Admissions for each year group are determined using the same criteria, namely: <ul style="list-style-type: none"><li>• Whether The Link Primary would be suitable for the age, ability, aptitude or SEND of the child.</li><li>• Whether the attendance of the child at The Link Primary would be compatible with the efficient education of others, or the efficient use of resources.</li><li>• If there is a space in a compatible class, meaning there must both be a space in the relevant Key Stage and a space in a suitable class to meet the child’s needs.</li></ul>		
Who for: Cognitive working level	Working at cognitive levels between 1 and 3 years. (Pre-Key Stage Standard and Pre-Key Stage Standard 1)  At Pre-Key Stage Standard the pupils learn mainly through sensory experiences. At Pre-Key Stage Standard 1 pupils learn through concrete concepts and experiences that are happening in their presence.  Pupils do not have to be group engagers and may need individual or paired support from an adult in order to learn  This provision is not suitable for pupils working developmentally below 12 months of age	Working at cognitive levels between 3 to 8 years. (Pre-Key Stage Standard 2 through to 6)  At Pre-Key Stage Standard 2, 3 and 4 the pupils learn through concrete concepts and experiences, although these can be observed and talked about and not necessarily happening in the present moment. At Pre-Key Stage Standard 5 pupils are beginning to learn through abstract concepts that they have experienced. At Pre-Key Stage Standard 6 pupils can also learn through abstract concepts that they have not yet experienced.	
Who for: Attention and Self Regulation	Pupils need to be able to regulate and learn within a classroom setting without hurting others or disrupting the learning of other children  There are a few places allocated to pupils who can be supported to learn within a classroom setting if they have 1-1 support to manage their regulation to ensure they and their peers are kept safe.	Pupils who are group engagers and who can learn in small class groups or smaller groups/ paired learning for 20 minutes at a time or more. Pupils need to be able to regulate and learn within a classroom setting without hurting others or disrupting the learning of other children	
What we provide	<ul style="list-style-type: none"><li>• Small controlled environment that provides 6 classroom bases and 3 subject bases that include an ICT suite, a Food technology room and an Art room. There are also 4 therapy rooms for individual work with the therapy team, these include a room for language work, a play therapy room, a room for developing fine motor OT skills and a purpose built sensory integration room. There are 3 outside play spaces- 1) a playground with free space for games and riding go-carts and bikes and an area with large play equipment for adventurous play 2) a garden with sensory integration equipment including a swing, sunken trampoline, climbing equipment and horticultural area with raised beds 3) another garden area mainly for use of reception children</li></ul>		

	<p>with a covered play area, room for continuous provision resources and another sunken trampoline. There is a school hall for indoor PE and social activities/ Assemblies.</p> <ul style="list-style-type: none"> <li>• High adults to pupil ratio</li> <li>• Class groups of between 8 to 9 pupils</li> <li>• A practitioner research approach to the teaching strategies we use and thus open to developing, extending or changing approaches for individual students when current evidence based strategies do not appear to work.</li> <li>• Termly reviews through IEP or annual review meetings. A graduated parent support plan offers universal provision through workshops and training packages and bespoke support to identified parents through tailored training and home visits</li> <li>• Sensory circuits and individual sensory toolboxes play a large part in regulation and preparation for other learning</li> </ul> <p>We do not provide behavioural ABA approaches or teach skills that do not have a functional or purposeful application to the children's current or future pathways. We do not provide structured TEACCH approaches, although some children who have particular attention difficulties may access work stations within classrooms for concentrated teaching activities.</p>	<ul style="list-style-type: none"> <li>• A sensory- interactive curriculum. Key strategies are child centred, including, Intensive Interaction, Interactive Music, Continuous Provision and Attention Autism.</li> <li>• Use of Functional communication and cognition strategies including objects of reference, photos, pictures and symbols and Identiplay. Also use of simple schedules, now next boards, Picture Exchange Communication (PECS), AAC devices (grid player) and personalised communication books.</li> <li>• A focus on next step learning based on the children's individual learning pathways and an emphasis on generalising skills and knowledge learnt, into different situations and settings, including the wider community.</li> <li>• A combined educational and therapeutic model with teachers and speech and language therapists and occupational therapists planning and jointly delivering key learning both in the school setting and in the community.</li> </ul>
Aims/outcomes	Our aim for this pathway is for pupils to move to Secondary school with	<ul style="list-style-type: none"> <li>• Evidence based strategies for pupils with communication needs, including visual supports for schedules, the Word Aware approach to teach new vocabulary and Colourful Semantics to aid word speaking and written language structures.</li> <li>• Cued Articulation is used for pupils with articulation difficulties. Smile Therapy and Social Use of Language groups are used to help pupils overcome barriers presented by their poor social communication.</li> <li>• Zones of Regulation® is a well-established strategy to help learners understand and regulate their emotions. Comic Strip Conversations, Social Stories and Running Commentary are used widely to develop children's Theory of Mind and help them to see life from the perspective of others.</li> <li>• Use of the nationally recognised Penpals programme to teach writing skills.</li> </ul> <p>There is a high emphasis on kinaesthetic learning and practising skills so they become part of learners' mental pathways, rather than just visual and auditory approaches. Targets are not secured until learners have shown they can demonstrate their learning in different situations and settings, including the community.</p>

	<ul style="list-style-type: none"> <li>• The ability to share attention with others so they can learn in a small group rather than on a 1-1.</li> <li>• The ability to access subject based learning well within a class based model with a familiar lead professional</li> <li>• A functional form of communication that enables them to express their wants and needs, both things seen and unseen.</li> <li>• Social communication skills that enable them to have and enjoy two way communication with familiar adults.</li> <li>• The ability to regularly work and play alongside peers without causing issues that de-regulate others or disrupt the learning of others.</li> <li>• The ability to co-operate with sensory regulation strategies suggested by familiar adults in order to remain regulated through the day so they are ready to learn.</li> <li>• A level of attention and engagement to the agenda of others that enables them to learn through educational activities that are not necessarily based around their own individual interests.</li> <li>• The ability to use the skills and regulation learned in school into community settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Joint attention skills that enable them to learn in small class groups whilst focused on a lead professional.</li> <li>• The ability to work with a range of professionals and different personalities so they can access subject specific learning with subject based teachers.</li> <li>• Communication skills that enable them to speak in sentences, ask and answer questions and have simple two way communication with adults and peers.</li> <li>• A form of written communication that enables them to present their thinking and learning to others.</li> <li>• The ability to work with abstract concepts so that they can benefit from a wider range of teaching strategies and materials.</li> <li>• The ability to recognise their sensory and emotional regulation needs and put in place learnt strategies to manage these.</li> <li>• The ability to put themselves in another person's shoes and show empathy so that they are able to have and keep friends.</li> <li>• The ability to generalise their learning in different settings including community settings, safely and with low anxiety levels.</li> </ul>
<b>Student numbers</b>	21 (next academic year 23)	31 (next academic year 29)
<b>Numbers of classes</b>	<p>EYFS group – containing half pathway 1 learners (Acorns)</p> <p>2 full classes of Pathway 1 learners – Willow and Beech class.</p> <p>Number of classes equivalent – 2.5</p> <p>Taught lesson time 5 ¼ hours timetabled lessons + ½ hour lunchtime programmes = 5 ¾ hour total</p>	<p>EYFS group – containing half Pathway 2 learners (Acorns)</p> <p>3 full classes of Pathway 2 learners – Maple, Oak and Hazel.</p> <p>Number of classes equivalent – 3.5</p> <p>Taught lesson time 5 ¼ hours timetabled lessons + ½ hour lunchtime programmes = 5 ¾ hour total</p>
<b>Support staffing (per week per class on average )</b>	<p>Each class receives approximately ½ to ¾ of a day of OT support assistant time to implement standard independence programmes and sensory diet programmes outlined in EHCP's.</p> <p>Each class has a lunchtime supervisor for 1 ½ hours each day in order for LSAs to take lunch breaks and maintain a high staff pupil ratio to keep learners safe.</p> <p>LSA time allocated to each class listed below.</p>	
	<p>There is approximately 1 LSA for every 2 pupils through the day. An LSA day is 7 hours work time.</p> <p>Total hours per class : 4 LSA's X 7 hours per day = 28 hours</p>	<p>There is approximately 1 LSA for every 3 pupils through the day. An LSA day is 7 hours work time.</p> <p>Total hours per class: 3 LSA's x 7 hours per day = 21 hours</p>

	<p>5 x 28 hours per week = 140 hours a week 3 classes Acorn, Willow, Beech 3 x 140 hours = 420 hours a week</p> <p>All LSA education support and EHCP interventions allocated through provision mapping are included in this – apart from the OT support assistant time identified above.</p> <p>(Currently 3 children are allocated full time 1-1 hours in these classes and these staff are not included in the scenario above – 1 Sutton child, 1 Surrey child, 1 Lewisham child)</p>	<p>5 x 21 hours per week = 105 hours a week 3 classes Maple, Oak, Hazel 3 x 105 hours = 315 hours a week</p> <p>All LSA education support and EHCP interventions allocated through provision mapping are included in this – apart from the OT support assistant time identified above.</p> <p>(Currently 1 child is allocated full time 1-1 hours from these classes and this staff member is not included in the scenario above- 1 Merton child)</p>
Curriculum adaptations	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>The school's "Linked Curriculum" has a <b>deep breadth and careful balance</b> borne from an openness to finding the most effective model for the <b>individual children</b> that make up the school's <b>wide ranging cohort</b>.</li> <li>The curriculum covers <b>all National Curriculum</b> subjects and <b>more</b> and is carefully sequenced to ensure pupils start at their <b>emerging levels of development</b> and proceed to grow their <b>knowledge and skills over time</b>.</li> <li>The principles of the <b>SEN Code of Practice</b> have been taken seriously and have resulted in the development of "Person Centred EHCPs" and "The Link Priority Curriculum" which forms the <b>springboard</b> from where all other curriculum learning grows. This enables pupils to <b>overcome their main barriers</b> to learning as far as it is possible and to develop the personal skills that they will need to be successful both in <b>the present and in their next stage of Education</b>.</li> <li>The ability to <b>generalise</b> knowledge and skills in <b>different settings</b> and in the <b>community</b> is a key element that runs throughout all aspects of the Curriculum.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Pupils are <b>grouped by their learning style and ability</b> and although there are common strategies effective for the majority, no two classrooms are the same in their structure, environment or pedagogy. This ensures <b>pupils receive the best and most effective provision for their ability and need</b>.</li> <li>The "<b>Linked Curriculum</b>" covers subjects taught through <b>cross curricular topics</b>. These have been carefully selected through impact research which has identified the topics that are most <b>motivating and meaningful</b> to the pupils as well as those that supply them with <b>useful knowledge and skills</b> for their <b>most likely pathways</b>.</li> <li>The school's Curriculum Lead, ensures every pupil receives a <b>broad subject coverage over time</b> and does not repeat work unnecessarily whatever age they are on arrival at school and whatever learning pathway they travel through during their time in the school.</li> <li>The graduated targets based on the key learning groups (<b>Engagers, Discoverers, Explorers, Investigators, Inquisitors</b>) ensure that pupils are <b>carefully baselined</b> for skills and knowledge with the aim always of <b>moving them forward</b> in their learning. This also enables pupils who are the most able in the school to be sufficiently challenged.</li> <li>The <b>Literacy Plan</b> is also carefully developed with similar graduated targets and strategies to ensure pupils have access to suitable work for their ability and barriers in reading, writing and handwriting. The <b>Maths curriculum</b> is individualised to pupil ability and has a focus on <b>applying mathematical skills</b> and <b>generalising</b> these into <b>everyday situations</b>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The “<b>Link Priority</b>” <b>Assessment scales</b> outline the key steps pupils will need to develop their <b>learning to learn and personal development</b> skills and provides an effective way of presenting qualitative information in a quantifiable form. The “<b>Wilson Stuart P Steps</b>” assessed in the online <b>SOLAR</b> system give an equally effective way of measuring pupils’ <b>National Curriculum Progress</b> and cover the whole range of ability in the school well. These levels are matched to the <b>National Pre-Key Stage Standards</b> for measuring progress for pupils with special educational needs and this enables receiving secondary schools to correctly identify suitable next step learning pathways. The combination of these main assessments that make up “<b>The Link Bespoke Assessment System</b>”, enables the leadership team to make <b>accurate individual, group and whole school judgements</b> on which to base <b>interventions or next steps</b>.</li> <li>• The school’s “<b>Learning Sandwich</b>” <b>marking policy</b> clearly outlines the expectation of staff to observe, identify learning problems either with the learning process or concept and adapt the teaching in lessons as a response to this.</li> </ul>	
<b>Enrichment / social activities</b>	<p>All pupils have access to food technology sessions.</p> <p>All pupils have at least a 6 week block of swimming lessons at a local leisure centre annually.</p> <p>All pupils have access to weekly dance sessions from an outside provider.</p> <p>All pupils have access to creative arts and DT sessions based on engagement profile principles.</p> <p>Selected pupils have access to horse riding sessions with the RDA</p> <p>After School clubs take place on Tuesday and Thursday evenings after school. They change in content from dance, film, sports activities and cooking. Pupils can choose to attend either one or both clubs.</p>	
		<p>Selected pupils have access to yoga sessions from an outside provider</p> <p>Selected pupils have access to football sessions with Crystal Palace football club</p>
<b>Preparation for Adult Life</b>	<p>The National Curriculum offer is underpinned by the Link Priority Personal Development curriculum.</p>	
	<p>This covers community learning with a view to overcoming personal anxieties and generalising communication and cognitive learning into less familiar settings.</p> <p>The Link Priorities also cover sensory and emotional regulation, self- help skills, personal safety, play skills and health and fitness development.</p> <p>Pupils have opportunity to visit their next step placements before transfer and these are supported by members of staff who know them well to act as advocates and to ensure all relevant information is transferred.</p>	<p>This covers community learning with a view to extending learning experiences related to curriculum topics and generalising key communication and cognition skills to ensure these are fully embedded.</p> <p>The Link Priorities also cover social communication, sensory and emotional understanding and self-regulation, self- help skills, personal safety, e safety, play skills and health and fitness development.</p> <p>Pupils have opportunity to make decisions about and prepare for their next step placements. They attend key transition days in the Summer term before transfer.</p>
<b>Therapies – Provision</b>	<p>(SALT and OT therapists employed by the school)</p> <p>Education and therapeutic model historical since school origins in the sixties. Local authorities have traditionally requested places for children with high levels of SALT and OT therapy in their EHCPs.</p>	

	Access to blocks of external therapy support from Roundabout (Drama Therapy) and Nordoff Robbins (Music Therapy) based on individual need.	
	1 day of OT provision per class group per week 1 day of SALT provision per class group per week	1 day of OT provision per class group per week 2 days of SALT provision per class group per week
<b>Review of Student Provision:</b>	Every student will have an Annual review of the EHC Plan with recommendations for any changes as needed.	
<b>Outreach commissioned</b>	None commissioned.	
<b>Funding and moderation processes</b>	The Council will develop and put in place governance arrangements that ensure that the different pathways and numbers within them are part of a moderation process involving specialist provision leaders so that cohort changes are recognised and there is parity across provisions in terms of judgements.	
<b>Transition Processes</b>		

<p>Different provision options:</p> <p>Pathway 1 pupils are a relatively new cohort for the Link Primary and the school have adapted the curriculum and provision to meet the needs of these children. All local authorities have increased consultations to the school for this ability and need. The school are at full capacity for this group of pupils and can successfully support up to 21 pupils. There are two classrooms that are suitable for pupils who require a sensory interactive approach to learning and have the inside space and immediate access to outside space required for successful learning.</p> <p>Whilst these pupils are catered for well at the Primary there is no follow through provision suitable at the Secondary stage.</p>	<p>The provision at the Link has adapted to the changing needs of the current cohort over the last 5 years.</p> <p>Whilst the majority of pupils were previously working at Pre – Key Stage 5 and 6 in Year 6 and were able to sit SATs tests, this is now not the case and the majority of pupils are now working at lower cognitive levels with the bulk of the school working at Pre-Key Stage 3 and 4 by the end of Year 6. Moving forward the school has capacity to continue to meet the majority need of a similar wide intake. Due to a lack of space with no physical room for expansion the school cannot adapt to meet the needs of learners with additional physical needs or high level SEMH needs.</p>
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School	<b>The Link Secondary School</b>	September 2021
Provision	Pathway 1 – Supported Learners (blue)	Pathway 2 – Guided and Independent learners (red)
Who for	<p>These pathways cater for young people with speech, language and communication needs and /or Autistic spectrum conditions.</p> <p>The pathways are suitable for group engagers who can learn in small groups of up to 9 or 10 learners. Students need to be able to self-regulate and learn within a classroom setting.</p>	
Admissions	<p>The decision to name placement of a student at the school is ultimately the decision of the Local Authority (LA); however, this generally follows extensive consultation with the School. Students will be considered for the School when it is clear that they will benefit from the provision and that they meet the following criteria:</p>	

	<p>a) Applicants will have an Education, Health and Care Plan (EHCP). However, in exceptional circumstances it may be necessary to make an emergency placement. Examples of exceptional cases when it may be necessary to make an emergency placement include:</p> <ul style="list-style-type: none"> <li>i. the child's medical circumstances have changed suddenly, causing a rapid and serious deterioration in the child's health or development</li> <li>ii. where a child arriving unexpectedly in the LA exhibits such significant difficulties as would normally warrant an EHCP.</li> </ul> <p>b) Applicants will have a range of additional needs, some of which may be complex special needs. In addition, this may include one, or a combination of the following:</p> <ul style="list-style-type: none"> <li>i. Autism Spectrum Condition</li> <li>ii. Speech and language and social communication difficulties</li> <li>iii. Mild sensory impairment and/or physical disabilities</li> <li>iv. Additional medical needs</li> </ul>	
Who for	The learners in this pathway often fall between different types of provision – they are too cognitively able for a SLD / complex needs provision but struggle to fit a Secondary LD model where they would be expected to transition between subject teachers.	The majority of learners have high level social and anxiety needs that make it difficult for them to manage in a mainstream or large special school environment.
Who for: Cognitive working level	<p>At entry point to the school at year 7 this pathway of learner would be expected to have a cognitive starting point of Pre-key stage standard 3 or 4.</p> <p>This pathway of learner would be expected to leave the school with up to 8 qualifications at Pre-entry level.</p>	<p>At entry point to the school at year 7 this pathway of learner would be expected to have a cognitive starting point of Pre-key stage standard 5 or 6.</p> <p>This pathway of learner would be expected to leave the school with up to 9 qualifications at Entry level 1, 2 or 3, with the higher achievers achieving some level 1 or 2 qualifications.</p>
Who for: Attention and Self Regulation	<p>This pathway is suitable for students who are group engagers and who can learn in small class groups of up to 9 learners for 20 minutes followed by movement breaks or work in smaller groups.</p> <p>They benefit from Primary based teaching structures and strategies, where they work with familiar staff through the day who know them well and can read and monitor their regulation levels. They still require high levels of hands on kinaesthetic activities to learn and embed knowledge and skills.</p> <p>Students need to be able to self-regulate and learn within a classroom setting</p>	<p>This pathway is suitable for students who are group engagers and who can learn in small class groups of up to 10 learners for 40 minute lessons (inclusive of movement breaks).</p> <p>They need to be able to apply themselves to subject specific learning, transition between classrooms and interact with different subject teachers through the day.</p> <p>Students need to be able to self-regulate and learn within a classroom setting.</p>
What we provide	<ul style="list-style-type: none"> <li>Small controlled environment that provides 7 tutor room/ teaching bases that include an ICT suite, a Food technology room and an Art room. There are also 4 therapy rooms for individual work with the therapy team, these include a room for language work, a drama therapy/counselling room, a room for developing fine and</li> </ul>	



	<p>gross motor OT skills and a Zones of regulation room. There is one large outdoor space with a tarmacked area for sports and a grassed area with a swing and outdoor gym equipment. There is a school hall for indoor PE and social activities/ Assemblies.</p> <ul style="list-style-type: none"> <li>• High adults to pupil ratio</li> <li>• Evidence based strategies for students with language and communication needs, including visual supports for schedules and learning activities.</li> <li>• Social use of language groups</li> <li>• Zones of regulation as a well-established strategy to help learners understand and regulate their emotions.</li> <li>• Comic strip conversations, social stories and running commentary are used widely to develop young people's theory of mind and help them to see life from the perspective of others.</li> <li>• Sensory circuits and individual sensory toolboxes for sensory regulation and preparation for other learning</li> <li>• Additional interventions from the SENCO team and specially trained staff to deliver programmes matched to individual learning barriers. These include dyslexia support, additional literacy support including Lexia, Grid player, Clicker and Canine assisted learning, Elsa support and the "Pictures of me" diagnosis programme to support positive mental health.</li> <li>• A combined educational and therapeutic model with teachers and speech and language therapists and occupational therapists planning and delivering integrated and cross curricular linked learning both in the school setting and in the community.</li> <li>• A practitioner research approach to the teaching strategies we use and thus open to developing, extending or changing approaches for individual students when current evidence based strategies do not appear to work.</li> <li>• Termly face to face reviews of academic and Personal development data through parent evenings as the EHCP annual review meeting.</li> </ul>		
	<table border="1"> <tr> <td data-bbox="467 1245 1027 1973"> <ul style="list-style-type: none"> <li>• Class groups of between 8 and 9 students.</li> <li>• Form tutor for morning sessions who teaches the key core skills and personal development elements of the curriculum – 60% of timetable</li> <li>• Subject specific teachers in the afternoon for foundation and creative subjects to develop their independence and help them integrate into a secondary model of working as they progress through the school – 40% of timetable.</li> <li>• Time allocation for subjects approximately – English 16%, Maths 16%, Science 10%, IT 4%, Humanities 7%, PE 13%, Art 7%, DT 7%, RSE and Personal Development 13%, Project work 7%.</li> </ul> </td><td data-bbox="1027 1245 1549 1973"> <ul style="list-style-type: none"> <li>• Class groups of between 9 and 10 students.</li> <li>• Strong pastoral system with allocated form tutors who monitor progress, attendance, etc. and act as first point of contact for parents / carers.</li> <li>• Time allocation for subject specific learning is the same as for pathway 1 – English 16%, Maths 16%, Science 10%, IT 4%, Humanities 7%, PE 13%, Art 7%, DT 7%, RSE and Personal Development 13%, Project work 7%. But is delivered entirely through subject specific teachers – 100%</li> <li>• Additional maths interventions -First class @Number in addition to interventions listed above.</li> </ul> </td></tr> </table>	<ul style="list-style-type: none"> <li>• Class groups of between 8 and 9 students.</li> <li>• Form tutor for morning sessions who teaches the key core skills and personal development elements of the curriculum – 60% of timetable</li> <li>• Subject specific teachers in the afternoon for foundation and creative subjects to develop their independence and help them integrate into a secondary model of working as they progress through the school – 40% of timetable.</li> <li>• Time allocation for subjects approximately – English 16%, Maths 16%, Science 10%, IT 4%, Humanities 7%, PE 13%, Art 7%, DT 7%, RSE and Personal Development 13%, Project work 7%.</li> </ul>	<ul style="list-style-type: none"> <li>• Class groups of between 9 and 10 students.</li> <li>• Strong pastoral system with allocated form tutors who monitor progress, attendance, etc. and act as first point of contact for parents / carers.</li> <li>• Time allocation for subject specific learning is the same as for pathway 1 – English 16%, Maths 16%, Science 10%, IT 4%, Humanities 7%, PE 13%, Art 7%, DT 7%, RSE and Personal Development 13%, Project work 7%. But is delivered entirely through subject specific teachers – 100%</li> <li>• Additional maths interventions -First class @Number in addition to interventions listed above.</li> </ul>
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Aims/outcomes	For both pathways, we aim for students to have:		



	<ul style="list-style-type: none"> <li>- A good understanding of social expectations and expected behaviour when accessing the community.</li> <li>- A pro-active healthy lifestyle.</li> <li>- The ability to participate in a range of motivational leisure and social activities that they enjoy.</li> <li>- The ability to apply their learning and skills usefully into everyday life settings.</li> </ul> <p>Plus:</p>	
	<ul style="list-style-type: none"> <li>• The ability to accept and apply different strategies in their learning and to have some ability to learn independently.</li> <li>• The ability to form and maintain positive relationships with peers.</li> <li>• The ability to have good functional communication where they can communicate important information and get any help they may need.</li> <li>• Some effective social communication skills, so they are able to have and enjoy two way communication on a 1-1 and in a small group.</li> <li>• The ability to get along with other people even when they have different interests or hold different views.</li> <li>• A good ability to understand their own basic emotions and sensory needs and know what to put in place to regulate these.</li> <li>• The ability to make safe choices in different environments and in their relationships.</li> <li>• The ability to overcome personal anxieties so that they are able to access different community and social settings.</li> <li>• A range of skills that will be useful in supported work places or volunteering opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• The confidence to know they can achieve academically and with a range of qualifications gained at their optimum cognitive level.</li> <li>• The ability to form and maintain positive relationships and resolve conflicts successfully.</li> <li>• Communication skills that enable them to enjoy and take part in reciprocal conversation with others in a range of formal and informal settings.</li> <li>• An ability to use their favoured form of written communication effectively.</li> <li>• Positive emotional health and the ability to know what “fills their emotional tank”.</li> <li>• Strong personal safety skills and the ability to recognise both the good or negative intentions of others.</li> <li>• A range of skills that will be useful in a work place that matches their aspirations.</li> </ul>
Student numbers	10 (next academic year 18)	50 (next academic year 46)
Numbers of classes	<p>2 classes of pathway 1 learners averaging groups of 8/9 students and grouped by learning ability and peer similarity.</p> <p>Taught lesson time 5 ¼ hours timetabled lessons + ½ hour lunchtime programmes = 5 ¾ hour total</p>	<p>5 classes of pathway 2 learners averaging groups of 9/10 students and grouped by learning ability and peer similarity.</p> <p>Taught lesson time 5 ¼ hours timetabled lessons + ½ hour lunchtime programmes = 5 ¾ hour total</p>
Support staffing (per week per class on average )	<p>Each class receives approximately ½ to ¾ of a day of OT support assistant time to implement standard independence programmes and sensory diet programmes outlined in EHCP's. (In total 7 hours per day – 35 hours per week)</p> <p>There is one lunchtime supervisor to cover the whole school – (2 ½ hours per day 12 ½ hours per week).</p>	

	<p>There is approximately 1 LSA allocated for individual SENCO / EHCP interventions that are bespoke to individuals within EHCP's – (7 hours per day – 35 hours per week)</p> <p>From September 21 there will be 3 LSA's allocated to key core skills departments – English, Maths and PE. ( 3 x 7 hours per day – 105 hours per week)</p> <p>There is 2 days of LSA allocated additionally to the 6<sup>th</sup> form to support College placements, work experience and community learning. (2 x 7 hours – 14 hours per week)</p> <p>There is 1 HLTA allocated to the 6<sup>th</sup> form to lead on aspects of College placements, work experience and community learning. (1 x 7 hours per day – 35 hours per week)</p> <p>LSA time allocated to each class listed below.</p>		
	<table border="1"> <tr> <td data-bbox="467 521 1026 1003"> <p>There are approximately 2 -2.5 LSA's for each class group</p> <p>Total hours : 4.5 LSA's X 7 hours per day = 31.5 hours</p> <p>5 x 31.5 hours per week = 157.5 hours a week for Yates / Weir class combined.</p> <p>(Currently 2 children are allocated full time 1-1 hours from these classes and these staff member are not included in the scenario above- 1 Merton child, 1 Sutton child)- (next year 3 children with 1-1 allocation 1 Merton – 1 Sutton – 1 Croydon)</p> </td><td data-bbox="1026 521 1549 1003"> <p>There is approximately 1 – 1.5 LSA's for each class group.</p> <p>Total hours: 7 LSA's x 7 hours per day= 49 hours</p> <p>5 x 49 hours = 254 hours a week for Tomlin, Fuller, Rowsell, Wood and Johnson classes combined.</p> <p>(Currently 1 child is allocated full time 1-1 hours from these classes and this staff member is not included in the scenario above- 1 Merton child)</p> </td></tr> </table>	<p>There are approximately 2 -2.5 LSA's for each class group</p> <p>Total hours : 4.5 LSA's X 7 hours per day = 31.5 hours</p> <p>5 x 31.5 hours per week = 157.5 hours a week for Yates / Weir class combined.</p> <p>(Currently 2 children are allocated full time 1-1 hours from these classes and these staff member are not included in the scenario above- 1 Merton child, 1 Sutton child)- (next year 3 children with 1-1 allocation 1 Merton – 1 Sutton – 1 Croydon)</p>	<p>There is approximately 1 – 1.5 LSA's for each class group.</p> <p>Total hours: 7 LSA's x 7 hours per day= 49 hours</p> <p>5 x 49 hours = 254 hours a week for Tomlin, Fuller, Rowsell, Wood and Johnson classes combined.</p> <p>(Currently 1 child is allocated full time 1-1 hours from these classes and this staff member is not included in the scenario above- 1 Merton child)</p>
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Curriculum adaptations	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>Our curriculum is designed to provide 'powerful knowledge' for all students as both learned <b>academic information</b> and an acquired set of <b>social and life skills</b>. The majority of our young people do not learn social skills naturally. We aim to ensure young people learn these important skills in the same way they may learn, for example, algebra or grammatical structure</li> <li>The curriculum is also designed to promote our key vision of <b>wellbeing, independence, communication and achievement</b> for all. This drives our curriculum structure, implementation and any evaluation or adaptations</li> </ul> <p>Over time we want to see:</p> <ul style="list-style-type: none"> <li>students <b>gaining up to eight (nine for Pathway 2) external accreditations</b> including English and Maths at their <b>optimum cognitive level</b>;</li> <li>students equipped with skills to enable them to look after themselves in the <b>wider community</b>;</li> <li>students leaving school with the ability to complete straightforward aspects of <b>everyday living</b>;</li> <li>curriculum content and quality of teaching that provides a <b>deep breadth and balance of knowledge</b> in <b>formal, physical / expressive</b> and <b>RSE</b> aspects of learning.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Students are grouped according to their learning ability and learning styles to match the pathways through the school, ensuring students <b>receive the best and most effective provision for their need</b>.</li> <li>The majority of teaching takes place through subject-specific learning with specialist subject teachers. The important place of the Access curriculum and targeted EHCP interventions led by the school therapists and the SENCO is</li> </ul>		

	<p>integral to the curriculum ensuring student's work toward understanding and overcoming their key barriers so that they can make progress through the more formal curriculum.</p> <ul style="list-style-type: none"> <li>• At Sixth Form level, students receive a highly differentiated curriculum with greater opportunities for external independent learning and preparation for college.</li> <li>• To ensure students receive a good balance of academic and life skills learning, the curriculum is delivered through the following areas:  <b>Formal (English, Maths, Science, ICT, Humanities)</b>  <b>Physical/Expressive (PE, Art, DT, Project work)</b>  <b>RSE / Link Priorities</b>  <b>External / Independent (C,W,L- Community, Work related learning and Leisure including work placements and College placements)</b></li> </ul> <ul style="list-style-type: none"> <li>• Progress through the curriculum is measured and evidenced in both <b>formative and summative</b> forms of assessment, using the assessment monitoring software <b>SOLAR</b>. We use a series of levels called '<b>Link Steps</b>' based around <b>Pre-National Curriculum</b> and <b>National Curriculum</b> levels in <b>Formal</b> subjects. Other subjects are also recorded though SOLAR, but key performance indicators have been created by our own <b>subject specialists</b> with a range of targets, both bespoke and differentiated according to the ability range of students within the school. We also use the specification criteria from all of the <b>externally accredited courses</b> taught in school for our Key Stage 4 and 5 students in order to assess progress towards the final outcomes. either at Pre-entry levels or level 1 for the supported learner cohort or at <b>Entry Level 1, 2 or 3</b> or <b>Level 1 or 2 qualifications for our other pathway</b>.</li> <li>• Student progress towards the key vision is also underpinned by the work of the therapy team. Therapists report termly on <b>Access curriculum targets</b> and annually on progress against <b>therapy targets</b> and <b>interventions</b> outlined in EHCPs. This contributes to the monitoring of the holistic progress of the students which is vital to inform overall progress towards the school outcomes in the vision statement – Wellbeing, Independence, Communication and Achievement for all.</li> <li>• <b>Formative assessment</b>; questioning and feedback is used at regular intervals throughout lessons. We encourage a <b>learning dialogue</b> at all times. All marking and feedback follows the <b>whole-school marking policy</b> and includes next steps, student comments and codes to assess whether or not learning objectives have been met. Formative assessment is also used to understand common and individual barriers to learning which promotes the vision of becoming a <b>personalised learning</b> school.</li> </ul>
Enrichment / social activities	<ul style="list-style-type: none"> <li>• Selected students have access to horse-riding sessions with the RDA</li> <li>• Selected students have access to football sessions with Crystal Palace football club</li> <li>• Selected students access peripatetic music sessions with outside providers.</li> <li>• Afterschool clubs take place on Tuesday and Thursday evenings after school. There are at least 4 clubs a week, with a range of activities to support those who enjoy sports, outside activities and creative activities.</li> <li>• A range of lunch time clubs are offered daily and include crafts, sports, technology, gardening and fun activities to generalise curriculum content.</li> </ul>
Preparation for Adult Life	<p>The National Curriculum offer is underpinned by the Link Priority Personal Development curriculum. This covers community learning with a view to generalising maths, literacy, social communication and emotional and sensory regulation skills to ensure these are</p>

	<p>fully embedded. There is also a focus on developing understanding of social expectations and the importance of personal safety awareness.</p> <p>The school adheres to the Gatsby benchmark with work related learning opportunities built into the curriculum from year 7, progressing to internal and external work experience placements, information about different types of colleges and college courses and mini enterprise courses.</p>
Therapies Provision	<p>2 days of SALT provision per class group 1 day of OT provision per class group (SALT and OT therapists employed by the school)</p> <p>Education and therapeutic model historical since school origins in the 1960s. Local authorities have traditionally requested places for students with high levels of SALT and OT therapy in their EHCP's.</p> <p>Access to blocks of external therapy support from Roundabout (Drama therapy) and Nordoff Robbins (Music therapy) based on individual need. Access to blocks of counselling / creative therapies based on individual need.</p>
<b>Review of Student Provision:</b>	Every student will have an Annual review of the EHC Plan with recommendations for any changes as needed.
<b>Outreach commissioned</b>	None commissioned.
<b>Funding and moderation processes</b>	The Council will develop and put in place governance arrangements that ensure that the different pathways and numbers within them are part of a moderation process involving specialist provision leaders so that cohort changes are recognised and there is parity across provisions in terms of judgements.
<b>Transition Processes</b>	

<p>Different provision options:</p> <p>Pathway 1:</p> <p>This is a new pathway for the Link Secondary formulated to meet the needs of the changing cohort at the Primary school so there could be some follow through for pupils between provisions. There has been a successful introduction for these students at the Secondary and so this should be able to be maintained through to Key Stage 4 and sixth form with a further similar intake included each year.</p> <p>The physical environment at the Secondary is not suitable for pupils who have complex ASD and are still working at pre-key stage 1 or below at year 6 transfer.</p>	<p><b>Pathway 2:</b></p> <p>Moving forward the school has capacity to continue to meet the majority need of a similar intake.</p> <p>Due to a lack of space with no physical room for expansion the school cannot adapt to meet the needs of learners with additional physical needs, complex cognition and ASD or high level SEMH needs</p>
<p>There is some cognitive overlap between the Link Secondary Pathway 2 and the Carew middle pathway. However Link students are less streetwise than Carew students and tend to have high level life anxieties that make accessing larger environments and community environments more challenging.</p> <p>There is no current obvious pathway for pupils working in the Primary pathway 1.</p>	<p>There is a sixth form provision at The Link (11 students for academic year 20-21 increasing to 15 students for academic year 21-22).</p> <p>In 21-22 14 students will follow pathway 2 and 1 student pathway 1.</p> <p>The key similarities to the KS 4 curriculum are that students still follow English, Maths, ICT and Personal Development</p>

	<p>courses, including the underlying Link Priorities (Approximately 60 % of the timetable) However there is an emphasis at this stage on life skills and preparation for work courses through C,W,L-Community, Work related learning and Leisure subjects including work placements and College placements. (Approximately 40% of the timetable)</p>
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School, date and collaborators	<p>Link Primary and Secondary May 2021 Sandy Turner – Executive Principal, Sue Denman- Deputy Principal, Nic Andrew, Assistant Principal</p>
Provision	<p><b>Pathway 3– For pupils with a combined diagnosis of ASD or ADHD with a strong PDA or attachment disorder profile.</b></p>
Who for	<p>This provision caters for children with emotional and social communication needs prevalent due to a strong demand avoidant profile. Pupils may or may not have an additional cognitive learning need. Most pupils are working between Pre-key stage standard 3-6 up to Key Stage 1, 2 and 3 cognitive equivalents.</p> <p>Cognitive levels are gauged mostly through interaction and observation, rather than through formal learning due to the pathological nature of the demand avoidance pupils employ.</p> <p>This provision is suitable for pupils who find it extremely difficult to learn in a group setting and with traditional learning strategies deployed in the majority of mainstream and specialist settings (i.e. set curriculum and schemes of work with group expectation for behaviour and learning).</p> <p>It is suitable for pupils where traditional educational learning and environmental structures have failed. It is suitable for pupils who learn through their motivations and interests and can be supported and guided by specialist staff who have training and experience of teaching children with PDA.</p>
What we provide	<p>We provide a specialist annex made up of 5 small learning areas that can be used for up to 10 learners working either singularly or alongside another one or two learners.</p> <p>We also provide an outreach service for up to 5 learners of this profile whose placements are at risk of breaking down or have broken down completely. This service combines a mixture of work in the home environment, the current school setting, the Link setting and the wider community dependent upon risk assessment and need. Most outreach placements are for 10 hours a week.</p> <p>We provide evidence based strategies for pupils with PDA. This includes providing an environment based on nurture principles with a focus on understanding learner anxieties and reducing these through environmental, curriculum and relationship adaption. Pupils are taught by gaining a strong understanding of their motivations and interests and providing activities and experiences based around these. The curriculum is completely personalised and changes on a day by day and hour by hour basis. The key behavioural principle of tolerance demand synchronisation is applied at all times, so that changing anxiety levels are</p>

	<p>read by staff and demands increased or withheld dependent upon the current regulation levels.</p> <p>Due to the complex nature of the children's emotional and safety needs where risks are high for both themselves and others each learner is supported at all times by one member of staff and two members of staff when out in the community.</p> <p>We provide a combined educational and therapeutic model with teachers and speech and language therapists and occupational therapists planning and jointly delivering key learning both in the school setting and in the community.</p> <p>We provide a practitioner research approach to the teaching strategies we use and are therefore open to developing, extending or changing approaches for individual pupils when current evidence based strategies do not appear to work.</p> <p>We provide termly reviews through IEP or annual review meetings. All parents receive additional support at the bespoke level on the school's graduated parent support plan, including access to the specialist PDA PANDA parent group that meets monthly. Also regular phone calls, home visits and advocacy support at social care and CAMHS meetings from the PDA annex lead.</p>
Aims/outcomes	<p>The key aims for pupils in pathway 3 are:</p> <ul style="list-style-type: none"> <li>- To maintain an educational placement through the statutory years.</li> <li>- For pupils to want to come to school and engage in a learning process.</li> <li>- For pupils to achieve and maintain good emotional and mental health.</li> <li>- For pupils to learn to use their motivations and interests to open up opportunities for them to acquire knowledge and enhance their skills and abilities across a wide subject base.</li> <li>- For pupils to understand their key learning and anxiety barrier and to work out what they can put in place to help them to maintain emotional and sensory regulation.</li> <li>- For pupils to be able to work and socialise alongside and with a few other like -minded peers without causing regulation disruption.</li> <li>- For pupils to buy into practices that will keep them and those who work with them safe from physical harm.</li> <li>- To access a wide range of community facilities whilst maintaining emotional and safety regulation.</li> <li>- To recognise the value of accredited courses to their long term aspirations and be prepared to access relevant qualifications.</li> <li>- To have the will and regulation needed to integrate with support into social and work related environments outside of their experience and comfort zone.</li> <li>- To find a career pathway that matches their motivations, interests and abilities.</li> </ul>
Student numbers	<p>Currently 5 pupils in the annex and 5 pupils on the outreach programme.</p> <p>This will extend to 10 pupils in the annex and 5 pupils on the outreach programme in the academic year 21-22</p>
Numbers of classes	<p>Currently one class of 5 pupils. The 5 outreach pupils are nominally attached to the class group for purposes of planning, assessment and EHCP outcomes. Two full time teachers share the workload overseeing half of the school based pupils and half of the outreach pupils each.</p> <p>From September 21 there will be two class based groups, one at the Primary and one at the Secondary site. Each class will be overseen by a full time teacher. A third teacher will be employed as the outreach service expands over the year to accommodate the 5 allocated places on the outreach programme.</p>

Support staffing (per week per class on average ) <b>DO NOT INCLUDE admin or premises support</b>	Each pupil is supported by 1 LSA throughout the day including the lunchtime period.
Curriculum adaptations	<p>The curriculum for this pathway is constantly adapted to individual pupil ability and interests. Each child receives a personalised programme.</p> <p>The predominant teaching method is through “backdoor learning” where staff set up activities to intrigue children and young people and then use the resulting engagement to subtly introduce concepts or skills within the activity to promote learning.</p> <p>Many pupils have high level IT skills and an interest in drama and role play and so these strategies are used frequently within learning activities.</p> <p>The curriculum can be focussed on particular subjects or topics for long periods of time, although most days will incorporate a maths, literacy, topic/ science and sports session to give curriculum variety.</p> <p>Once learners develop independent learning skills they are encouraged to become their own teachers with teaching and support staff providing advice on access to suitable resources.</p> <p>Work related learning activities are always based around the young person’s motivations and interests.</p>
Enrichment / social activities	<p>All pupils will PDA access at least one additional therapy alongside their SALT and OT input – either drama therapy or music therapy.</p> <p>All pupils have access to creative arts and DT sessions based on engagement profile principles.</p> <p>Selected pupils have access to horseriding sessions with the RDA</p> <p>Selected pupils have access to football sessions with Crystal Palace football club</p>
PfA	<p>The Link provides a flagship provision for pupils with PDA. The majority of children with this profile do not remain in an educational environment and the future is very bleak. Research shows that although children are bright they often require full adult service social care and health support through their life.</p> <p>The personalised curriculum provided for these learners based on their motivations and interests gives them the best possible opportunity to remain in an educational setting. It also gives them the opportunity to maintain positive mental health and meet their potential to do something productive with their abilities into adulthood.</p>
Likely destinations or pathways	<p>There are few schools that provide well for secondary aged children with PDA. Most children with this profile who remain in Education attend specialist Independent provision.</p> <p>The Link Secondary are currently adapting to students with this need through the expansion of the Primary PDA annex provision.</p> <p>There is not a successful tested pathway into adult hood for these students. However the most likely successful outcome would be a supported internship or work programme based on the learners strengths and motivations. Most learners have exceptional skills within their area of interest.</p>



Therapies – provision and any comments	<p>½ day of SALT provision per class group</p> <p>½ day of OT provision per class group</p> <p>(SALT and OT therapists employed by the school)</p> <p>Access to blocks of external therapy support from Roundabout (Drama therapy) and Nordoff Robbins (Music therapy) based on individual need.</p>
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Different provision options:

There is a plan to extend the PDA provision from the Primary school to the Secondary school over the next academic year. This will give space to provide 10 full time places for learners with this profile.

The outreach programme for Primary aged pupils with PDA was set up this year and has been successful at educating children, supporting families and providing training for professionals from mainstream schools providing joint educational programmes.

Moving forward the school would have capacity to extend the outreach service to support another Primary and Secondary school to provide a similar kind of provision or to help schools maintain placements for individual pupils.

The school are currently exploring renting premises that could act as a base for the PDA outreach service and further expansion of provision to meet local need.